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"Argument," the second is eminently the best. It gives evidence of practical methods successfully followed. To many a bewildered teacher whose normal-school training had so many methods that she has evolved no personal method this chapter will prove a salvation in oral composition, especially as so few teachers ever realize that speaking even merely in conversation is an agreeable art.

The last chapter, "Selections for Practice," has very much the appearance of a reading-book. The reviewer would respectfully submit the suggestion that in order to make a pupil read well, he should be taught that his listeners must understand through hearing alone, and that the printed page should not be before their eyes. However, the inclusion of such selections for reading may be explained by convenience.

There are a few details one would like to see different. On p. 40 *s* is classed as a dental consonant, while on the next page Bell's table lists it as distinct from teeth formations. Some expressions could be better worded, such as "try the following experiment" (p. 92); "words themselves necessarily larger and less familiar" (words longer, or meaning larger? p. 93); "commencement crowd of people" (p. 139). Alfred Noyes, Roosevelt, and Woodrow Wilson (pp. 129, 143) are mentioned with no titles.

CLARENCE STRATTON

BOOK NOTICES

[Mention under this head does not preclude review elsewhere.]

Shakespeare's Theater. By ASHLEY H. THORNDIKE. New York: Macmillan, 1916. Pp. 472. \$2.50.

A comprehensive survey of present information concerning the theater of Shakespeare's time. Illustrated and provided with full bibliographical notes. A work of first importance.

A Manual of the Writings in Middle English—1050-1400. By JOHN EDWIN WELLS. New Haven: Yale University Press, 1916. Pp. 941. \$5.00.

Intended as a complete manual of the period. Full accounts are given of the whereabouts of each source and of its character.

The Student's Anglo-Saxon Dictionary. By JOHN R. CLARK HALL. Second edition revised and enlarged. New York: Macmillan, 1916. Pp. 372. \$3.50.

Among the new features are the references to illustrations to be found in *The New English Dictionary*.

John Milton: Topical Bibliography. By ELBERT N. S. THOMPSON. New Haven: Yale University Press, 1916. Pp. 104. \$1.15.

Shakspeare—An Address. By GEORGE LYMAN KITTREDGE. Cambridge: Harvard University Press, 1916. Pp. 54.

Delivered on April 23, 1916, in Sanders Theater. Vigorous in correcting common misconceptions concerning Shakespeare and his art.

Community Drama and Pageantry. By MARY LORTER BEEGLE and JACK RANDALL CRAWFORD. New Haven: Yale University Press, 1916. Pp. 370. \$2.50.

The typical problems of outdoor production are discussed at length by acknowledged authorities. There are numerous illustrations and an extensive bibliography.

English Literature. By JULIAN W. ABERNETHY. New York: Merrill Co., 1916. Pp. 585. Illustrated.

Each chapter is completed with a detailed "Program of Work."

A Selection from the Life of Samuel Johnson, LL.D. By JAMES BOSWELL. Edited with Notes and an Introduction by MAX J. HERZBERG. New York: D. C. Heath & Co., 1916. Pp. 280.

The apparatus is excellent.

The Motivation of School Work. By H. B. WILSON and G. M. WILSON. Boston: Houghton Mifflin Co., 1916. Pp. 265.

An outline of the doctrine of interest or motive, with detailed examples of its application to school studies.

The Psychology of the Common Branches. By FRANK NUGENT FREEMAN. Boston: Houghton Mifflin Co., 1916. Pp. 275. \$1.25.

Partly based upon experiment. Composition and literature are omitted.

Practical English for High Schools. By WILLIAM D. LEWIS and JAMES F. HOSIC. New York: American Book Co., 1916. Pp. 415. \$1.00.

Literary composition has been largely omitted and oral expression, letter-writing, the study of magazines, etc., substituted. Intended for the first two years of high school.

English for Business. By EDWARD HARLAN WEBSTER. New York: Newson & Co., 1916. Pp. 440.

Intended primarily for the high-school pupil who does not go on to college.

Language Work in Elementary Schools. By M. A. LEIPER. Boston: Ginn & Co., 1916. Pp. 333.

Much excellent material concretely presented.

Composition for Elementary Schools. A Child's Composition Book. A Composition-Grammar. By JAMES F. HOSIC and C. L. HOOPER. Chicago: Rand McNally, 1916. Illustrated with original color drawings by Maud Hunt Squires.

Composition as a process of thinking, with the essentials of grammar vitally related to speaking and writing and yet systematized. A new type of book in this field.

The Haliburton Readers. Primer, First, Second, Third, and Fourth Readers. Also Drill Cards. New York: D. C. Heath & Co. Pp. 132, 142, 176, 232, and 322.